

THE STUDENTS' COMMUNICATION STRATEGIES: WHAT AND HOW?

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Abstract:

English is a foreign language for the Indonesian learners. Although they have learned English for years, it is still foreign for them. They still find problems maintaining their conversation. In this article, the writer wants to report the English the students use in oral communication and how they use the communication strategies. The data were obtained by means of recording 3 conversations produced by 7 students of UNISBANK Semarang during the Speaking IV lesson. The unit of analysis in the current study is *turn*. Every *turn* is observed to find out the communication strategies employed. Then, the reasons for employing the communication strategies are explained by using Tarone's theory. The result of the study shows that the communication strategies employed by the English Department students of UNISBANK in speaking English are: translation strategy: language switch strategy, word coinage strategy, appeal for assistance strategy, circumlocution strategy. The literal translation strategy dominates the strategies used by the English learners. Based on the findings, some suggestions are put forward as follows: the English learners should enrich their knowledge about the English rule and English vocabulary, Speaking teachers should introduce the communication strategies to the students.

Key words:

communication strategy, learning strategy, production strategy, translation strategy: language switch strategy, word coinage strategy, appeal for assistance strategy, circumlocution strategy.

A. BACKGROUND

One of the goals in learning English, be it considered as a Second or Foreign language, is the mastery of communication skill; that is in acceptable contexts of culture and situation. English is a foreign language for the Indonesian learners learning English. Although they have learned English for years, it is still foreign for them. They still find problems maintaining their conversation. Many students, whether they are aware or not, do some efforts to employ communication strategies to continue their communication. Some others stop their English communication when they face such a big problem.

As an English teacher, the writer is really concerned about the speaking mastery of the students. She wants to know the English the students use in oral communication, whether they have been able to realize meanings properly, whether they have used communicative strategies to smoothen their communication.

This article will report : (1) the communication strategies used by the students of UNISBANK Semarang in a particular casual exchange, (2) the description of how the students employ the communication strategies to maintain communication. Upon identification of the strategies, and the ways those strategies are realized, some suggestions on how to teach English conversation will be offered.

B. REVIEW OF LITERATURE

1. English as a Foreign Language (EFL): the Changing Paradigm

There has been a changing paradigm with respect to the learning and teaching of EFL. Such a change occurred in response to the current demands for the use of EFL in a more communicative nature.

EFL was commonly perceived as English which was not used as a medium of instruction at school or university (Richards 1974:87). It was merely assumed to be a branch of study normally offered as a partial fulfillment of the completion of formal educational programs. In other words, the goal of learning EFL was to have knowledge about English with which technology might be accessed through reading the textbooks written in English.

However, the globalization era has somehow changed the perception of EFL from what have described above into a more challenging position or paradigm. EFL has recently progressed into a language—though maintained as the one which is not used as a medium of instruction at school—which demands equal mastery of the four language skills. It is even optimistically argued that ‘... in the globalization era, English is becoming more and more relevant to Indonesian ‘wider politico-economic interests’ and to the learners’ personal advancement due to current demands’ (Agustien 1997:2).

It is true that in the globalization era, borders among countries have been made less dominant in the sense that people are of high mobility across the globe in trades, education, and many other international activities. Therefore, an active mastery of English as an

international language becomes of necessity for those who want to progress personally and professionally. This has been responded to by the emergence of non-formal educational settings which offer English programs designed for young and adult learners. Some formal high schools have also opened international classes where all the subjects are taught in English. Furthermore, some foreign educational schools and universities have also expanded their market shares to Indonesia.

As an immediate response to the new paradigm of EFL, it is important to change the notion of EFL from something of receptive (reading, listening) nature to another thing of more communicative (speaking, writing) nature.

In this respect, EFL is viewed within interactional perspectives (Agustien 1997:12, citing Backman and Palmer) that 'language ability must be considered within an interactional framework of language use'(1996:62). In other words, the language ability is treated in a broader conception of a speaker's competence (Chomsky 1965), communicative competence (Hymes 1972) and meaning potential (Halliday 1979). This is in accordance with Agustien's proposition (1997:12).

2. Declarative and Procedural Knowledge

A second or foreign language learner normally has two types of knowledge: declarative and procedural knowledge (Ellis, 1989: 164). To be able to carry out communication, one should master the two kinds of knowledge. In line with this, it is argued that 'concomitant knowledge, world knowledge, situational knowledge, and preceding information are needed to be able to carry out communication' Klein (1990: 114-116).

World knowledge refers to type of knowledge accumulated in our long-term memory, namely anything having to do with the physical, social, and other aspects of the world. World knowledge has a cultural specificity and, in addition, an individual specificity. That is to say, some elements of this knowledge vary from culture to culture and, within given culture, from individual to individual.

Situational knowledge refers to all the information speakers derive from their perception of the current situation, only the acoustic waves received by one's hearing are in fact excluded. The main source of situational knowledge normally reflects one's vision.

Preceding information refers to information obtained from preceding utterances, in other words the preceding linguistic content of the current utterance. For example: anaphora, i.e. the use of personal pronouns (he, she, it, they) and such terms as sentence.

Declarative knowledge consists of internalized second language rules and memorized chunks of language. Meanwhile, procedural knowledge consists of the strategies and procedures employed by the learner to process second language data for acquisition and for use. The procedural knowledge is learned through practicing the language in actual situations. Given the declarative knowledge, the students are supposed to apply it in real communicative encounters. The present study investigates how the students perform their communication strategies.

Ellis (1994: 388) states that the distinction between the declarative and procedural knowledge are as follows:

- (1) Declarative knowledge seems to be possessed in an all-or-none manner, whereas procedural knowledge seems to be something that can be partially possessed;
- (2) One acquires declarative knowledge suddenly, by being told, whereas one acquires procedural knowledge gradually, by performing the skill;
- (3) One can communicate one's declarative knowledge verbally, but not one's procedural knowledge.

Learning a language, like any other type of skill learning, involves the development of procedures that transform declarative knowledge into a form that makes for easy and efficient performance.

This transition of declarative to procedural knowledge takes place in three stages. In the declarative stage, information is stored as facts for which there are no ready-made activation procedures. For example, the students may be aware that "drowned" consists of "drown" and "ed", and yet be unable to produce "drowned" correctly in conversation. The second stage is the associative stage. Because it is difficult to use declarative knowledge, the learner tries to sort the information into more efficient productive sets by means of "composition" (collapsing several discrete productions into one), and "proceduralization"

(applying a general rule to a particular instance). For example, the learner may have “drowned” and “saved” as two distinct items, but may come to realize that they can be presented more economically in a production set. “If the goal is to generate a past tense verb, then add “ed” to the verb”. This may then serve as a general procedure for generating past tense forms, including incorrect ones (such as ‘goed’, ‘thinked’, ‘speaked’, ‘swimmed’). Anderson (1983) notes that errors are particularly likely during the associative stage, in which procedures become increasingly automated, the mind continues both to generalize productions and also to discriminate more narrowly the occasions when specific productions can be used. For example, the learner may modify the past tense production set (above) so that it applies to only a subset of verbs. At this stage the ability to verbalize knowledge of the skill can disappear entirely.

It is, of course, arguably true that ‘drills or repetition in context’ contribute significantly to the acquisition of spontaneous production of the target language.

3. Interlanguage/Foreigner Talk

Interlanguage is a continuum between the first language and the target language along which all learners traverse (Larsen, et. al., 1992:60). The term ‘interlanguage’ was first used by John Reinecke in 1935. He always used ‘interlanguage’ to refer to a non-standard variety of a first or second language, used as a means of intergroup communication.

Many of the utterances produced by language learners are perceived as ungrammatical. They contain a lot of mistakes in lexis, pronunciation, and grammar. Ellis (1989: 135) mentions the characteristics of learners’ talk as follows: interlanguage is dynamic (constantly adapting to new information) and influenced by the learners. Ellis (1994: 351) quoting Selinker’s idea about the characteristics of interlanguage as follows:

- (1) Language transfer (some, but certainly not all, items, rules, and subsystems of a learner’s interlanguage may be transferred from the first language)
- (2) Transfer of training (some interlanguage elements may derive from the way in which the learners were taught)
- (3) Strategies of second language learning (Selinker talks about an ‘identifiable approach by the learner to the material to be learned’)
- (4) Strategies of second language communication (an identifiable approach by the learner to communication with native speakers of the target language)

- (5) Overgeneralization of the target language material (some interlanguage elements are the result of a 'clear overgeneralization' of target language rules and semantic features)

Good language learners will always make attempts to practice the target language they learn, and, then, their target language mastery will approach the standard one. Ellis (1989: 122) mentions a list of characteristics of good learners as the following:

- (1) Be able to respond to the group dynamics of the learning situation so as not to develop negative anxiety and inhibitions
- (2) Seek out all opportunities to use the target language
- (3) Make maximum use of the opportunities afforded to practice listening to and responding to speech to meaning rather than to form
- (4) Supplement the learning that derives from direct contact with speakers of the L2 with learning derived from the use of study technique (such as making vocabulary lists)- this is likely to involve attention to form
- (5) Be an adolescent or an adult rather than a young child at least as far as the early stages of grammatical development are concerned
- (6) Possess sufficient analytic skills to perceive, categorize, and store the linguistic feature of the L2, and also to monitor errors.
- (7) Posses a strong reason for learning the L2 which may reflect an integrative or an instrumental motivation) and also develop a strong 'task motivation' (i.e. respond positively to the learning tasks chosen of provided)
- (8) Be prepared to experiment by taking risks, even if this makes the learner appear foolish
- (9) Be capable of adapting to different learning conditions.

4. Learning Strategies

Learning strategies are strategies/processes for learning L2, i.e. devices for internalizing or automatizing L2 knowledge. Ellis (1989: 167) puts down ideas about learning strategies as follows "Strategies as varied as memorization, overgeneralization, inferencing, and prefabricated, patterns have all been treated under the general heading, of learning strategies," Ellis further explains that with these strategies the learners will produce two types of linguistic product: formulaic speech and creative speech

Formulaic speech consists of expressions which are learned as unanalysable and employed on particular occasions. Formulaic speech consists of entire scripts, such as greeting sequences, which the learners can memorize because they are more or less fixed and predictable.

Formulaic speech has been observed to be very common in Second Language Acquisition, particularly in the early stages of development both of child learners and adult learners in naturalistic Second Language Acquisition, and also in some classroom learners. Classroom learners rapidly develop a number of formulas to meet the basic communicative needs. So learners develop formulas as a response to communicative pressure by memorizing a number of ready-made expressions to compensate for lack or sufficient L2 rules to construct creative speech.

Creative speech is the product of L2 rules. These are 'creative' in the sense that they permit the L2 learners to produce entirely novel sentences. They are the rules which account for 'natural' sequence of development. They are variables that permit the learner to vary his performance according to both the linguistic and the situational context. Faerch and Kasper (1980) propose the hypotheses formation and hypothesis testing to learn the creative speech. They suggest that hypothesis about interlanguage rules is found in three ways:

- (1) By using linguistic knowledge (i.e. L1 knowledge, existing L2 knowledge, or knowledge of other languages).
- (2) By inducing new rules from the input data
- (3) By combining (1) and (2)

Underlying these processes, Ellis (1989: 171) suggests two general strategies simplification and inferencing. Simplification involves transfer and overgeneralization. Transfer involves the use of the learner's L1 as a basis for forming hypothesis about the L2, while over generalization involves the use of existing L2 knowledge by extending it to new interlanguage forms.

Inferencing involves intralingual and extralingual inferencing. Intralingual inferencing is the result of intake analysis. Extralingual inferencing is one of the most powerful devices available to the learner for building hypothesis from external input. It consists of paying attention to features of the physical environments and using these to make L2 input comprehensible.

Hypothesis testing refers to testing out hypothesis about the L2 rule system. Ellis (1989: 174) states that once the learner has developed a hypothesis, he can test it out in a variety of ways.

5. Production Strategies

Production strategies refer to utilization of linguistic knowledge in communication. They differ from communication strategies in that they do not imply any communication problem.

It is hypothesized that L2 production follows the same pattern as native-speaker production. The model which is summarized below is that described by Clark and Clark (1977).

The starting point is the speaker's communicative goal. This may be to tell a story, to issue an instruction, or to answer a question. The communicative goal will determine the type of discourse plan the speaker needs to form. This plan will reflect whether the communicative goal needs to be realized through the dialogue or through monologue. Once the speaker has formed an appropriate discourse plan, he begins to construct sentence plans. These involve outlining the constituent structure of each utterance, after determining the general propositional content and illocutionary meaning. The discourse and sentence plan together constitute a 'skeleton'.

The next stage leads into the execution component of the model. It consists of meaning selection, syntactic outline, content word selection, affix and function word formation, specification of phonetic segment.

6. Communication Strategies

To be able to communicate, people need strategies. The strategies are numerous. The proficiency level of the learner influences his choices of the strategies.

According to Diane Larsen et al (1992: 67) the learner strategies identified in early developmental studies are among others the use of formulaic utterances, simplification, reflexification. Taylor (1975) as quoted by Rod Ellis (1989: 171) adds the strategies of

transfer and overgeneralization which he describes as strategies of relying on prior knowledge.

There are two kinds of simplification strategy: semantic and linguistic simplifications. A learner is said to employ semantic simplification if he selects specific constituents for encoding and leaves the others to be inferred by the listener. The constituents deleted are not syntactic but semantic. Linguistic simplification involves the omission of the form words and affixes.

Reflexification strategy is the use of L2 words in L1 syntactic patterns, while the overgeneralization strategy is over generalizing the rule. Tarone (1978) as quoted by Diane Larsen et al (1992, 127) classifies transfer strategy into literal translation, language switch, appeal for assistance, and mime. Kellerman (1978) as quoted by Rod Ellis (1989, 172) concludes from his studies that transfer is strategy available to compensate for lack of L2 knowledge. Other strategies introduced by Tarone are among others: approximation, word coinage, circumlocution.

Approximation is the use of a single target language vocabulary item or structure, which the learner knows is not correct but sharing enough semantic feature in common. Word coinage is creating a new word, while circumlocution is describing the characteristic or elements of the subject or action instead of using the appropriate target language structure.

Slobin (1982) as quoted by Diane Larsen et al (1992, 70) introduces scaffolding strategy in which the speaker and his interlocutor collaborate to produce a combined social discourse. Rod Ellis (1989: 185) mentions a cooperative strategies i.e. the one that involve a joint problem-solving effect by the learner and his interlocutor. So it is like scaffolding strategy proposed by Slobin. Another strategy introduced by Rod Ellis is substitution in which the learner replaces one L2 form with another.

According to Torone (1978), there are three categories of communication strategies, namely (1) paraphrasing, (2) borrowing, and (3) avoiding. Paraphrasing is divided into approximation (use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker), word coinage (the learner makes up a new word in order

to communicate a desired concept), circumlocution (the learner describes the characteristics of elements of the object or action instead of using the appropriate target language item or structure)

Borrowing is divided into literal translation (the learner translates word for word from the native language), language switch (the learner uses the native language term without bothering to translate), appeal for assistance (the learner asks for the correct term), mime (the learner uses non-verbal strategies in place of lexical item or action).

Avoiding is differentiated into topic avoidance (the learner simply tries not to talk about concepts for which the TL item or structure is not known), message abandonment (the learner begins to talk about a concept but it is unable to continue and stops in mid-utterance).

C. RESEARCH METHODS

The study reported belongs to a descriptive, qualitative and exploratory type of research. It is descriptive because it only describes the existing phenomena as naturally as possible. It is qualitative because it does not employ complicated statistical calculation. If it turns out that percentage (%) or frequency distribution is used, its main aim is to facilitate qualitative description. It is also exploratory in nature because it does not have any hypothesis to prove.

The data for the research were obtained by means of recording 3 conversations. The use of tape-recorder in collecting the data was introduced by Labov (1963 [1972]) as stated in Agustien (1997:143). In the study, the recording was made as naturally as possible without any particular conditioning.

The 3 conversations (3 texts) were produced by 7 students of UNISBANK Semarang during the Speaking IV lesson. The process of data collection was natural because the conversation was taped as it was going on. Then, the recorded data were transcribed using ordinary orthography. No suprasegmental symbols were used as the study focused only on the communication strategies.

The unit of analysis in the study is *turn*. Every *turn* is observed to find out the communication strategies employed. Then, the reasons for employing the communication strategies are explained.

The theory of communication strategies used to analyze the data is the theory according to Tarone (1978) as presented above. There are three categories of communication strategies, namely (1) paraphrasing, (2) borrowing, and (3) avoiding, each of which will be clarified below.

(1) Paraphrasing

- a. Approximation:** Use of a single TL vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g. *pipe* for *water pipe*)
- b. Word Coinage:** The learner makes up a new word in order to communicate a desired concept (e.g. *airball* for *balloon*)
- c. Circumlocution:** The learner describes the characteristics of elements of the object or action instead of using the appropriate TL item or structure.

(2) Borrowing

- a. Literal translation:** The learner translates word for word from the native language (*He invites him to drink for they toast one another*)
- b. Language switch:** The learner uses the native language term without bothering to translate (*balon* for *balloon*, *bule* for *western people*)
- c. Appeal for assistance:** The learner asks for the correct term (e.g. “What is this?”, “What is this called?”)
- d. Mime:** The learner uses non-verbal strategies in place of lexical item or action (clapping one’s hand to illustrate applause)

(3) Avoiding

- a. Topic avoidance:** The learner simply tries not to talk about concepts for which the TL item or structure is not known.
- b. Message Abandonment:** The learner begins to talk about a concept but it is unable to continue and stops in mid-utterance.

The nine communication strategies quoted above are consistent with Tarone's first definition of CS which emphasizes on the production strategies on the part of the learner.

The data will be analyzed according to the following procedures: (1) Recording the students' oral communication, (2) Transcribing the recording in orthographic writing, (3) Each turn in the conversation is matched to a suitable communication strategy, (4) Finding the communication strategies employed, (5) Explaining the reasons for using the communication strategies.

D. Findings and Discussion

The communication strategies employed by the speakers are reported below.

Conversation 1:

Turn	Utterances	Com. Strategies
2	Well, <i>I fine but I tired and bored now</i> because ...	Literal translation
3	By the way, <i>you have lesson after this?</i>	Literal translation
6	To be honest, I like <i>prosa</i> subject because I can improve my imagination. <i>And you?</i>	Language switch and Literal translation
9	<i>Romantic man not always like poetry</i> , romantic ...	Literal translation
10	Because in my opinion, ... or someone who likes to give flowers, chocolate <i>for his couple .. what?</i>	Appeal for assistance
13	Frankly speaking, ... But the subject is also very interesting because <i>I actually like poetry since I in Junior High School</i> . I had tried to write poetry since <i>I in Senior High School</i> . So, ...	Literal translation
14	<i>Why you like poetry?</i>	Literal translation
15	The point is, ...I'm convinced, in poetry, <i>there a lot of words</i> we can't find the meaning just from one point of view. OK. ...	Literal translation

In turn 1, the speaker starts his conversation by greeting his friend by using formulaic expressions. In turn 2, the speaker employs literal translation strategy, when he says: *I fine but I tired and bored now*. He translates the Indonesian utterance, word by word. He isn't aware that in English, there must be a finite in a clause, so he should say: *I am fine but I am tired and bored now*.

In turn 3, the speaker employs literal translation when he says: *You have lesson after this?* Here, he asks a question but he uses a statement construction. It seems that he is

influenced by the Indonesian language in which a question is formed by saying a statement in rising intonation. The strategy is also called as transfer strategy. He should say: ***Do you have lesson after this?***

In turn 6, the speaker says: ***prosa*** instead of prose. To overcome his vocabulary problem, he employs language switch strategy. When he says: ***And you?*** instead of ***And yours (your hobby)***, he employs literal translation strategy for he translates from Indonesian words.

In turn 9, the speaker employs literal translation strategy. He says: ***Romantic man not always like poetry*** instead of ***Romantic man does not always like poetry***. Here he translates ***tidak*** into ***not***. He forgets that English needs auxiliary to form negative sentences.

In turn 10, when saying ***for his couple .. what?***, the speaker employs appeal for assistance strategy. He doesn't know the English word for ***pasangan***, so he asks her interlocutor to help him. Then in turn 11, his friend helps him by saying: ***You mean his partner?*** So in turn 10 and 11, the two speakers employ cooperation strategy. One of them appeal for assistance, while the other gives assistance.

In turn 13, the speaker employs literal translation when saying ***I actually like poetry since I in Junior High School***. Here, he transfers the Indonesian rule into English, he forgets that English has tenses that should be applied when making sentences. He should say: ***I actually liked poetry since I was in Junior High School***.

In turn 14, the speaker employs literal translation when saying ***Why you like poetry?*** He translate the Indonesian words: ***Mengapa kamu suka puisi?*** into English. He doesn't realize that an auxiliary is needed to make a question. He should say: ***Why do you like poetry?***

In turn 15, the speaker says: ***there a lot of words*** instead of ***there are a lot of words***. Here the speaker doesn't put ***to be***. He doesn't realize that unlike in Indonesian, in English every clause must have a verb. If the main predicate of a clause is not a verb, so ***to be*** must be added. And it functions as the main verb / finite.

Conversation 2:

Turn	Utterances	Com. Strategies

2	Well, <i>I so tired. I waiting for my boyfriend</i> and ...! <i>I bored.</i>	Literal translation
3	Oh really?... well... Will you go with me to buy <i>bros</i> in Selma?	Language switch
4	Oh, <i>pin we wear in our clothes you mean.</i> And what are you doing here now?	Circumlocution
10	I'm sure. She has the <i>beauty inside</i> too.	Literal translation
11	You mean inner beauty. May I know... <i>what you think about beauty?</i>	Literal translation
14	In my opinion, inner beauty comes from <i>the inside ...what</i>	Appeal for assistance
16	Yes, ... Well...someone, although <i>her face not too beautiful, she interesting</i> if she has inner beauty.	Literal translation
17	<i>It is like the late Lady Diana?</i>	Literal translation
19	Of course... First, ... Second you must have <i>yourself belief.</i> And third, ...	Word coinage
21	Well... It means... If you imitate others, you will be tired in your life. <i>That the point.</i>	Literal translation
25	Do the exercise regularly. The <i>body health</i> will make you more energetic. If you want to have <i>body health</i> , it's better for you to ...	Literal translation
26	Why should we do that? I'm so lazy to do the exercise, like going to Centre.. <i>What kebugaran?</i>	Appeal for assistance
31	I think that is, care about the environment. It is ... I can't imagine when we <i>people not care about the environment. It impossible when they call as have beauty.</i>	Literal translation
37	The next step is good at managing the emotion. <i>You know what I mean?</i>	Literal translation
41	The most important thing, <i>You must patient, you must able to control your emotion.</i> And well...try to decrease it every time.	Literal translation

In turn 2, the speaker employs literal translation strategy when she says: Well, *I so tired. I waiting for my boyfriend* and he hasn't come yet! *I bored.* He transfers the Indonesian rule into English. She forgets to put *to be* in the clauses above. He should say: *I am so tired. I am waiting for my boyfriend. I bored. To be* is needed for the sentence, the main predicate of which is not a verb. And *to be* is also needed in a continuous sentence

In turn 3, the speaker employs language switch. When she doesn't know the English word for *bros*, she transfers the Indonesian word into English, she says: *Will you go with me to buy bros in Selma?* She should say *brooch* instead of *bros*.

In turn 4, the speaker tries to help her friend in solving the problem of vocabulary. Although she doesn't know the English word for *bros*, she tries to describe this word in English. She says: *Oh, pin we wear in our clothes you mean.*

In turn 10, the speaker translates the Indonesian utterance, word by word into English. Instead of saying inner beauty, she says: *beauty inside*. Here, she employs literal translation strategy.

In turn 11, the speaker also employs literal translation strategy since she produces a question with a statement construction, e.g.: *What you think about beauty?* She should say: *What do you think about beauty?*

In turn 14, the speaker employs appeal for assistance strategy when she finds difficulties to express her idea. She says: In my opinion, inner beauty comes from *the inside ...what*. Then, in turn 15, her friend gives her assistance.

In turn 16, the speaker translates the Indonesian words into English without applying the English rule. She says: Well...someone, although *her face not too beautiful, she interesting* if she has inner beauty. She should say: *her face is not too beautiful, she is interesting*. Here, the speaker employs literal translation strategy.

In turn 17, the speaker produces a question by saying a statement with rising intonation, i.e. *It is like the late Lady Diana?* It means that he employs literal translation because she transfers the Indonesian rule into English.

In turn 19, word coinage strategy is employed when the speaker produces *yourself belief* instead of *self confidence*. To overcome her lack of knowledge of English vocabularies, she creates new words that have similar meaning.

In turns 21, 25, the speakers employ literal translation strategy when they say: *That the point* and *body health*. Here, they translate the Indonesian utterances, word by word. They should say: *That's the point* and *healthy body*.

In turn 26, the student appeal for assistance from her friend when she doesn't know the English word of *kebugaran*, she asks: *What kebugaran?* Her friend gives her assistance by saying: *Gyms Centre you mean.*

In turns 31, 37, 41, the speakers say: I can't imagine when we *people not care about the environment. It impossible when they call as have beauty. You know what I mean?*

You must patient, you must able to control your emotion. Here, they employ literal translation strategy. They do not use auxiliary when making negative and interrogative clauses. And they also do not put *to be* in a clause which the main predicate is not a verb.

Conversation 3:

Turn	Utterances	Com. Strategies
4	I'm fine too <i>Last day</i> I read about corruption, collusion, and nepotism in ...	Word coinage
5	I think corruption, collusion, and <i>nepotisme</i> increase in... More members ... , collusion and <i>nepotisme</i> . To cover their action, <i>they give money to...</i>	Language switch and Appeal for assistance
7	<i>who?</i>	Circumlocution
8	<i>You mean for example church, mosque.</i>	Circumlocution
9	Yes, I mean <i>they give money to for example church, mosque.</i>	Literal translation
10	I think <i>corruption, collusion, and nepotism negative action</i> . They are done by more employees in the government, in college. <i>What you think, Retno?</i>	Language switch
11	I think ... Not only government has ..., but a lot of ... The corruption, collusion, and nepotism cannot <i>lenyap</i> from this society.	Literal translation
12	<i>You see corruption, collusion, and nepotism in our college?</i>	Language switch
13	I think I have experienced about corruption when I wanted to enter University <i>Negeri</i> . I must give money for them.	Literal translation
16	<i>You mean you must pay the employees of the state University?</i>	Literal translation
17	Maybe <i>the money for the employees, rector, and committee.</i>	Literal translation
18	Yes, maybe. But at that time <i>I not have money.</i>	Appeal for assistance
20	I think ... For example: for enter university <i>we must apa?</i> ...pay a lot of money to enter ...	Language switch
22	to enter <i>Kedokteran</i> faculty.	Literal translation
26	I think they do it to get facility because <i>they not get from the government.</i>	Literal translation
29	Lecturer? <i>What you mean?</i>	Literal translation
31	<i>You ever see someone in this college doing corruption, collusion, and nepotism?</i>	Appeal for assistance
35	<i>Corruption, collusion, and nepotism also exist in elect...apa?</i>	Literal translation
	<i>What the reason for do corruption, collusion, and nepotism?</i>	

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In turn 4, the speaker says: *Last day I read about corruption, collusion, and nepotism*. In this turn, the speaker employs word coinage strategy. She says *last day* instead of *yesterday*.

In turn 5, the speaker says: *I think corruption, collusion, and nepotisme increase in our society. More members in our government do corruption, collusion and nepotisme. To cover their action, they give money to... who?* When saying *nepotisme* instead of *nepotism*, the speaker employs language switch strategy. And when asking her friend to help her in expressing idea, she employs appeal for assistance strategy. Then, her friend helps her, so both of them cooperate in expressing idea.

In turns 7, 8, the speakers say: *You mean for example church, mosque. Yes, I mean they give money to for example church, mosque*. Actually they want to say: *place of worship*. But since they don't know this term, they describe by giving example. This kind of strategy is called circumlocution strategy.

In turn 9, the speaker employs literal translation strategy. She doesn't put a finite in the clause and also she doesn't use auxiliary in making a question. She says: *I think corruption, collusion, and nepotism negative action. They are done by more employees in the government, in college. What you think, Retno?*

In turn 10, the speaker employs language switch strategy. He says: *The corruption, collusion, and nepotism cannot lenyap from this society*. This happens because of his lack of knowledge of English vocabularies. To continue her communication, she uses the Indonesian word in English text. She should say *lose* instead of *lenyap*.

In turn 11, the speaker makes a question by saying a statement with falling intonation. This habit is adopted from the Indonesian language. She says: *You see corruption, collusion, and nepotism in our college?* Here, she employs literal translation strategy.

In turn 12, the speaker says: *I think I have experienced about corruption when I wanted to enter University Negeri*. Here, the speaker employs language switch strategy. She uses the Indonesian word *Negeri* instead of saying *State University*.

In turns 13, 16, 17, the speakers employ literal translation strategy. They say: *You mean you must pay the employees of the state University? Maybe the money for the employees, rector, and committee. But at that time I not have money.* Here, they forget to put finite in a clause. And they also they do not use auxiliary in interrogative and negative clauses.

In turn 18, the speaker employs appeal for assistance strategy. When she doesn't know the name of a faculty, she asks her friend to help her. She says: *I think the activity still exists now. For example: for enter university we must apa? ...pay a lot of money to enter ...* In the following turn, her friend helps her by saying: *to enter medical faculty.*

In turn 20, when saying *Kedokteran faculty* instead of *medical faculty*, the speaker employs language switch strategy. This strategy is one way to solve vocabulary problem.

In turns 22, 26, 29, 35, the speakers employ literal translation strategy. They say: *I think they do it to get facility because they not get from the government. What you mean? You ever see someone in this college doing corruption, collusion, and nepotism? What the reason for do corruption, collusion, and nepotism?* Here, they do not use auxiliary in making negative and interrogative clauses / sentences. It seems that they transfer the Indonesian rule into English.

In turn 31, the speaker employs appeal for assistance strategy. When she forgets the term *general election*, she asks her friend to help her by asking a question: *Corruption, collusion, and nepotism also exist in elect...apa?* Then, in the next turn, her friend helps her. So both of them employ cooperation strategy.

E. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

The communication strategies employed by the English Department students of UNISBANK in speaking English are: translation strategy: 60, 47 %, language switch strategy: 13, 96 %, word coinage strategy: 4, 67 %, appeal for assistance strategy: 13, 96 %, circumlocution strategy: 6, 98 %. Literal translation strategy dominates the strategies used by the English learners. They tend to adopt the first language rule into English. They tend to speak English in an Indonesian way. They tend to translate the Indonesian utterances into English word by word. They tend to forget that there must be a finite in a clause. Very often

they don't use auxiliary in negative or interrogative clauses. In solving the problems of vocabulary, the students employ the strategies of language switch, word coinage, and circumlocution. The weak students usually employ language switch, they adopt the Indonesian words into English text. The bright students tend to employ the word coinage and circumlocution strategies. They create words to be able to express their ideas or they make description with their own words. Appeal for assistance is done when they want their partner to help them to express their ideas. So, they cooperate with their partner to express their ideas.

2 Suggestions

To be able to communicate fluently, the English learners should enrich their knowledge about the English rule and English vocabulary. Speaking teachers should introduce the communication strategies to the students so that the students can use the strategies properly when they find difficulties to maintain their conversation.

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Appendices

Conversation 1:

Turn

- 1 A: Hi, good afternoon friend. How are you today?
- 2 B: Well, *I fine but I tired and bored now* because in the class I *can't* understand what the teacher said.
- 3 A: By the way, *you have lesson after this?*
- 4 B: No.
- 5 A: I'm free after this. I would like to know ... um we are in the sixth grade, right and may I know what is your favourite subject?
- 6 B: To be honest, I like *prosa* subject because I can improve my imagination. *And you?*
- 7 A: Actually my favourite subject is Poetry. In my opinion, it is interesting.
- 8 B: Are you a romantic man?
- 9 A: *Romantic man not always like poetry*, romantic man is a man who does what he likes, a man who follows his heart. If you say that I am a romantic man ... you are right.
- 10 B: Because in my opinion, someone who likes poetry is a romantic man because he can show his romantic feeling in reading poetry or someone who likes to give flowers, chocolate for his *couple .. what?*
- 11 A: You mean his partner. Sorry...but I actually disagree with you if you say a romantic man who has romantic sense is a man who gives flowers, chocolate to his partner. I think all people in the world are romantic because people in the world must have given something to other people. A romantic man is a man who follows his heart.
- 12 B: By the way, what is your reason to like poetry subject? From the lecturer or the subject?
- 13 A: Frankly speaking, the lecturer is one of my reasons. The lecturer is nice. But the subject is also very interesting because *I actually like poetry since I in Junior High School*. I had tried to write poetry since *I in Senior High School*. So, until now, I have several poems and I will still make my poem for myself and I have a book of poems.
- 14 B: *Why you like poetry?*
- 15 A: The point is, poetry is not to show the fact. But to show the feeling. Well if you want to know the fact, I suggest you to read the newspaper. To tell you the truth, if you want to know the fact about poetry, you will get nothing. I'm convinced, in poetry, *there a lot of words* we can't find the meaning just from one point of view. OK. Sorry, I have to go now because I have to teach my private student. See you tomorrow and we will continue our discussion. Good bye.
- 16 B: It's OK. Bye. Nice to talk with you.

Conversation 2:

Turn

- 1 A: Hi, Ika. Actually... what are you doing here?
- 2 B: Well, *I so tired. I waiting for my boyfriend* and he hasn't come yet! *I bored.*
- 3 A: Oh really?... well... Will you go with me to buy *bros* in Selma?
- 4 B: Oh, *pin we wear in our clothes you mean*. And what are you doing here now?
- 5 A: Honestly, I just want to stay here, I just want to relax.
- 6 B: I also want to relax, I will forget my boyfriend.
- 7 A: Ah ... look, she is pretty, isn't she?
- 8 B: Oh yeah...she is pretty. You are right.
- 9 A: What do you think of her?
- 10 B: I'm sure. She has the *beauty inside* too.
- 11 A: You mean inner beauty. May I know... *what you think about beauty?*
- 12 B: For myself...physical beauty is not important, I think inner beauty is more important.
- 13 A: Well...what is inner beauty?
- 14 B: In my opinion, inner beauty comes from *the inside ...what?*
- 15 A: Inside heart.
- 16 B: Yes, beauty from inside heart. Well...someone, although *her face not too beautiful*, she interesting if she has inner beauty.

- 17 A: *It is like the late Lady Diana?*
- 18 B: Yes, you are right. By the way, do you have some tips for being beautiful?
- 19 A: Of course... I have some tips to have inner beauty. Do you want to know? First, you have to be yourself. Second you must have *yourself belief*. And third, develop to thank God, avoid jealousy and revenge. I'll tell you in detail. Then remember, first you have to be yourself.
- 20 B: So what do you mean?
- 21 A: Well... It means be your personality, don't imitate others. You have to be able to receive yourself. The main point, don't ever feel that you are more or less than others. If you imitate others, you will be tired in your life. *That the point.*
- 22 B: What about... if I still want to be someone else? For example: my sister is better. I want to be like her. Does it mean I lose myself?
- 23 A: No, don't do that! And if you want to have bright face... so avoid sleeping after midnight.
- 24 B: Oh yeah...and then?
- 25 A: Do the exercise regularly. The *body health* will make you more energetic. If you want to have *body health*, it's better for you to take the suitable exercise for you.
- 26 B: Why should we do that? I'm so lazy to do the exercise, like going to Centre.. *What kebugaran?*
- 27 A: Gym centre you mean. You needn't go to the gyms, do the exercise like running, jogging. It's cheaper than going to gyms.
- 28 B: Oh...I'm tired to do that. Is there anything else?
- 29 A: Yes...Be humble. Everybody appreciates those who are humble. She looks so having the inner beauty.
- 30 B: Yes...and then?
- 31 A: I think that is, care about the environment. It is important for girls like us to maintain the greenline. I can't imagine when we *people not care about the environment. It impossible when they call as have beauty.*
- 32 B: Oh yes. How about discipline? Is that included?
- 33 A: Yes, sure. Generally the meaning of discipline is not lazy. On time. Being responsible.
- 34 B: Can I ask you...in what way we must be disciplined?
- 35 A: Of course in anything you must be disciplined. Like you know, most people in Japan are having discipline.
- 36 B: Ah byes...what is the last?
- 37 A: The next step is good at managing the emotion. *You know what I mean?*
- 38 B: Of course not. I don't understand.
- 39 A: It's simple. It's important to manage the emotion. How can we call that she is beautiful while she is easily to get angry? When you have the character like this, you have to try to decrease it. Right?
- 40 B: Oh...that is the most difficult for me. I can't manage my emotion. So what can I do for that?
- 41 A: The most important thing, *You must patient, you must able to control your emotion.* And well...try to decrease it every time.
- 42 B: Well, thank you very much, Ika. Frankly speaking, I learn a lot today from you. Look my boy friend has come. Well, sorry I have to go. It's nice to talk with you.
- 43 A: OK. You are welcome. Bye.
- 44 B: Thank you . Bye.

Conversation 3:

Turn

- 1 A: Hello friends, how are you today?
- 2 B: I'm fine thank you. And you?
- 3 C: I'm fine thank you.
- 4 A: I'm fine too *Last day* I read about corruption, collusion, and nepotism in our society. They are terrible. What do you think, Dwi?

5 B: I think corruption, collusion, and *nepotisme* increase in our society. More members in our government do corruption, collusion and *nepotisme*. To cover their action, *they give money to... who?*

6 C: important people in the society you mean.

7 A: *You mean for example church, mosque.*

8 B: Yes, I mean *they give money to for example church, mosque.*

9 C: I think *corruption, collusion, and nepotism negative action*. They are done by more employees in the government, in college. *What you think, Retno?*

10 A: I think corruption, collusion, and nepotism increase in our country. Not only government has done the activity, but a lot of members at an institution has done the action too. The corruption, collusion, and nepotism cannot *lenyap* from this society.

11 B: *You see corruption, collusion, and nepotism in our college?*

12 C: I think I have experienced about corruption when I wanted to enter University *Negeri*. I must give money for them.

13 A: *You mean you must pay the employees of the state University?*

14 B: You must give money to the rector.

15 C: I don't know. Maybe to the committee.

16 A: Maybe *the money for the employees, rector, and committee.*

17 Yes, maybe. But at that time *I not have money.*

18 B: I think the activity still exists now. For example: for enter university *we must apa?* ...pay a lot of money to enter ...

19 C: to enter economy faculty

20 A: to enter *Kedokteran* faculty.

21 B: Yes, to enter economy faculty, medical faculty.

22 A: I think they do it to get facility because *they not get from the government.*

23 B: Do you see the executor of corruption?

24: C: Usually the executor is she/he having good position in government or institution. So he/she can do everything he/she wants but the other people don't know. Should the people doing corruption, collusion, and nepotism get punishment or not?

25 A: They should get punishment. And lecturer..

26 B: Lecturer? *What you mean?*

27 C: Maybe she means the lecturer doing corruption, collusion, and nepotism should also get punishment.

28 A: Yes, I mean that.

29 B: *You ever see someone in this college doing corruption, collusion, and nepotism?*

30 C: Never. But I saw corruption, collusion, and nepotism in my last school. I knew a teacher asked money from the student.

31 A: *Corruption, collusion, and nepotism also exist in elect...apa?*

32 B: electricity

33 C: election

34 A: Yes, in general election

35 B: *What the reason for do corruption, collusion, and nepotism?*

36 C: I don't know. But whatever the reason, the persons doing corruption, collusion, and nepotism must get punishment.

37 A: I agree.

38 B: I agree also.

39 C: Excuse me. I must leave now because I will have another class. Bye-bye.

40 A: Bye-bye. See you.

41 B: Bye-bye. See you.